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A PRELIMINARY SURVEY OF THE ACADEMIC PERFORMANCE OF TRANSFER STUDENTS WHO GRADUATED IN JUNE, 1967.

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This report compares the grades of transfer students at Appalachian State University with the grades of native students. It also shows the choice of academic major of the transfers and compares their cumulative grade point averages with the native students' averages in these major fields. A random sample of the records of 82 transfers and 82 natives was examined. It was noted that the native students' grades were generally higher than the transfer students'. None of the transfer students achieved more than a 3.50 average. Their mean over-all quality-point rating was 2.65. For the native students, the mean rating was 2.78. The quality-point ratings for some of the major fields were inconclusive as so few students took the courses. Other disciplines could not be compared at all, as they lacked students from one group or the other. (HH)

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APPALACHIAN STATE UNIVERSITY

Boone, North Carolina

A PRELIMINARY SURVEY OF THE ACADEMIC PERFORMANCE OF TRANSFER STUDENTS WHO GRADUATED IN JUNE, 1967

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A PRELIMINARY SURVEY OF THE ACADEMIC PERFORMANCE OF TRANSFER STUDENTS WHO GRADUATED IN JUNE, 1967

This report presents data that compare the grades of transfer students at Appalachian State University with grades of "native" Appalachian students. Furthermore, it indicates which academic major transfer students chose and compares their average cumulative grade-point rating with native students in these major areas. It also lists the colleges from which the students transferred.

In June, 1967, 460 seniors received baccalureate degrees from Appalachian State University. Of these 460 graduates, eighty-two, or 18 percent, were students who had transferred to Appalachian after completing five or more quarters of work at another institution. Random sampling techniques were used to compare the grades of transfer students with the last two years' grades of native Appalachian students.

The records of the eighty-two transfer students and the records of a random sample of eighty-two native Appalachian students were examined and quality-point ratings computed. Table 1 illustrates the range of quality-point ratings attained by the two categories of students. It may be noted that native students' grades were generally higher than transfer students. While none of the transfer students achieved averages above 3.50, their mean overall quality-point rating was 2.65; the overall quality-point rating for native students was 2.78. Table 2 presents a comparison of the choice of major by each of the individuals within the two groups.

Table 1

RANGE OF QUALITY-POINT RATINGS

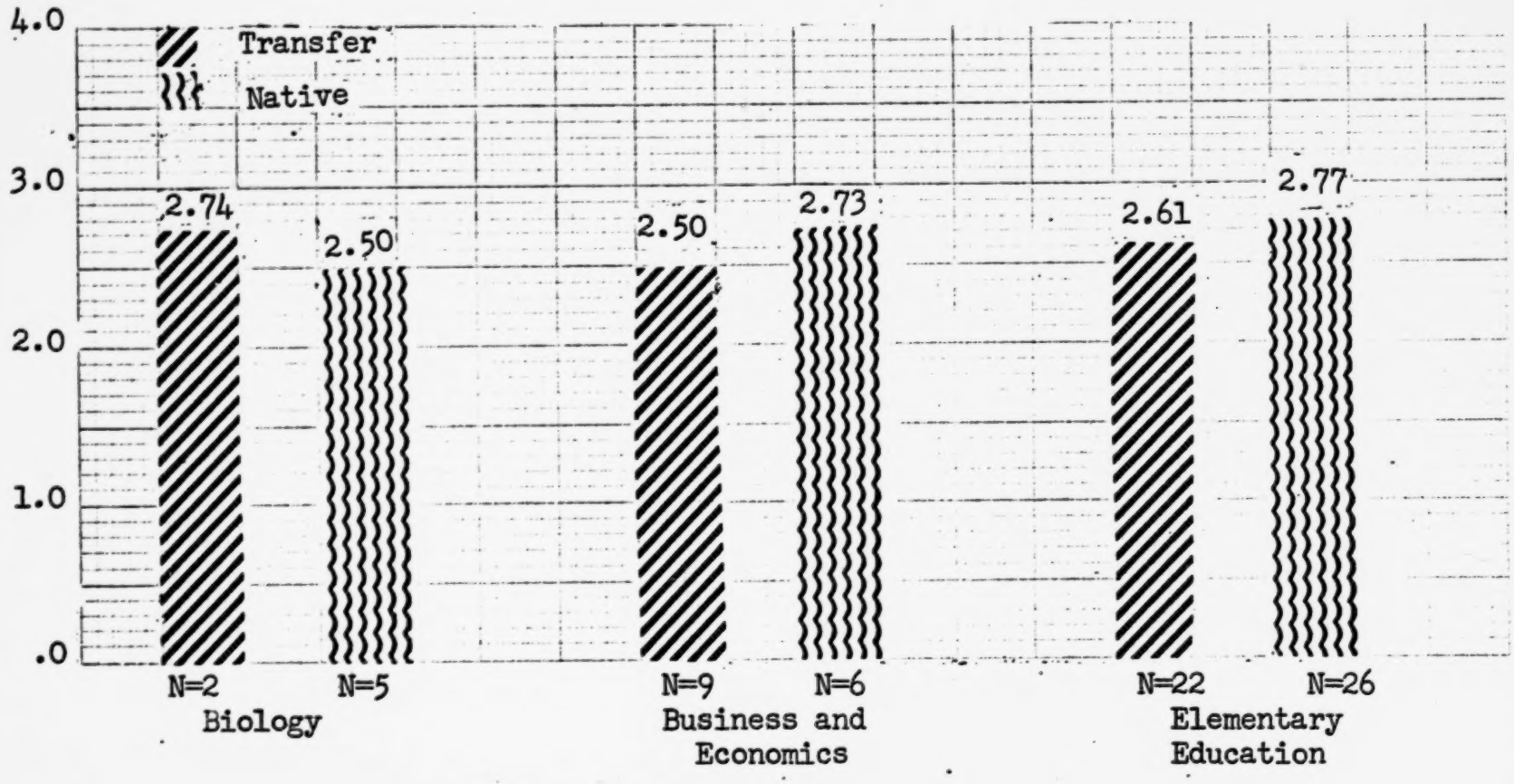
Quality-Point Range	Number of Transfer Students	Number of Native Students
2.00-2.50	28	21
2.51-3.00	38	36
3.01-3.50	16	19
3.51-4.00	0	6
TOTAL	82	82

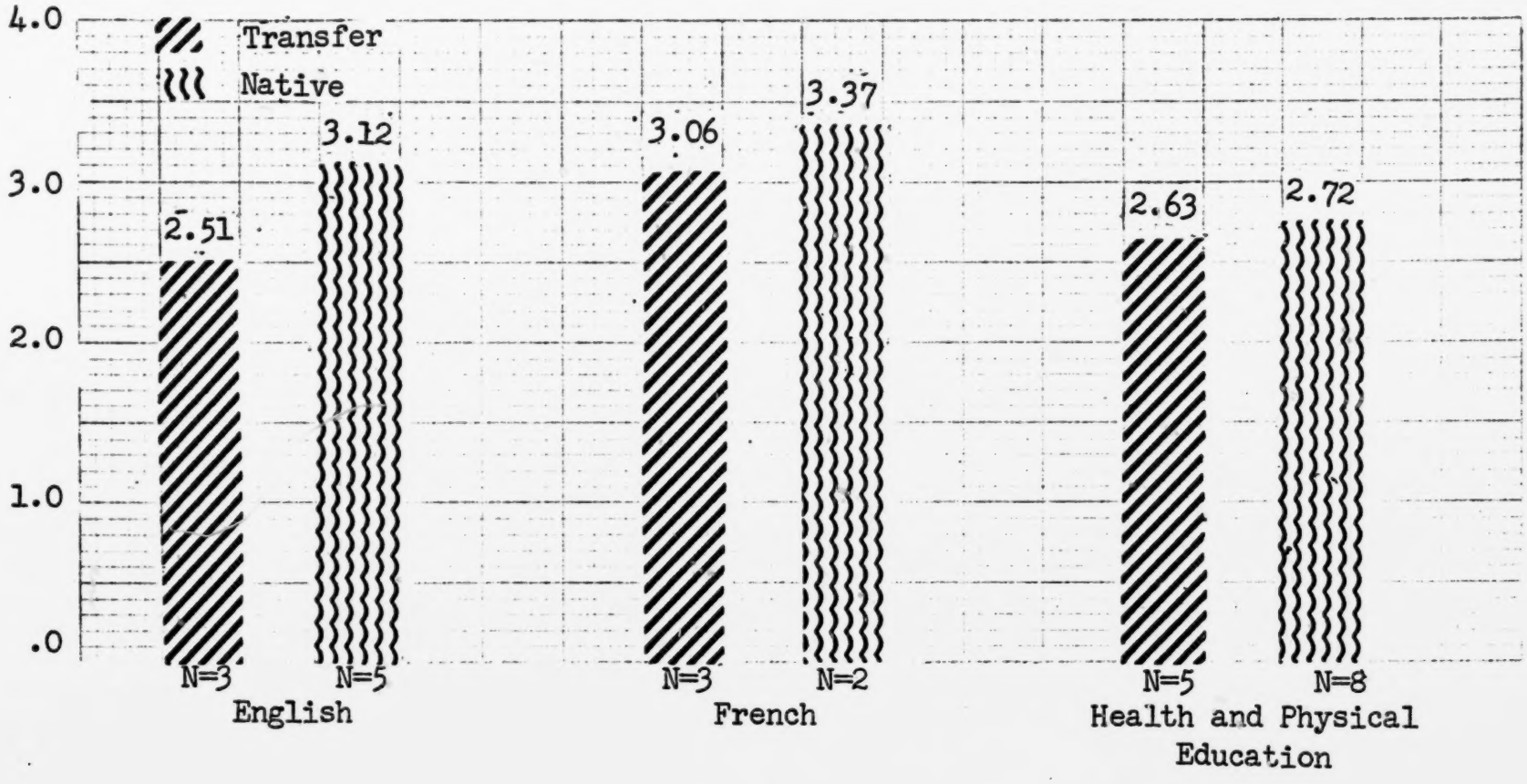
Table 2

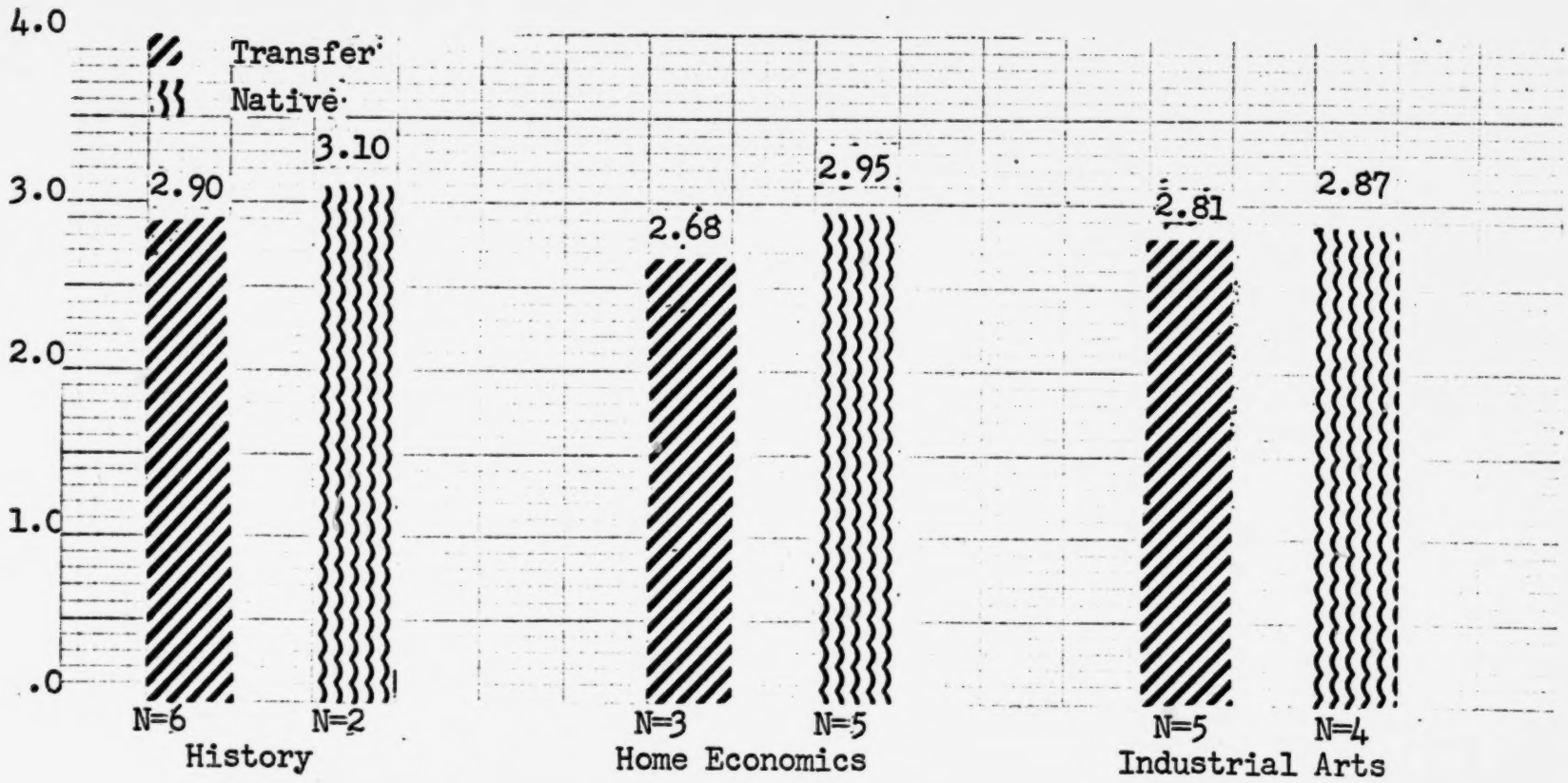
NUMBER OF TRANSFER STUDENTS AND NATIVE STUDENTS BY MAJOR

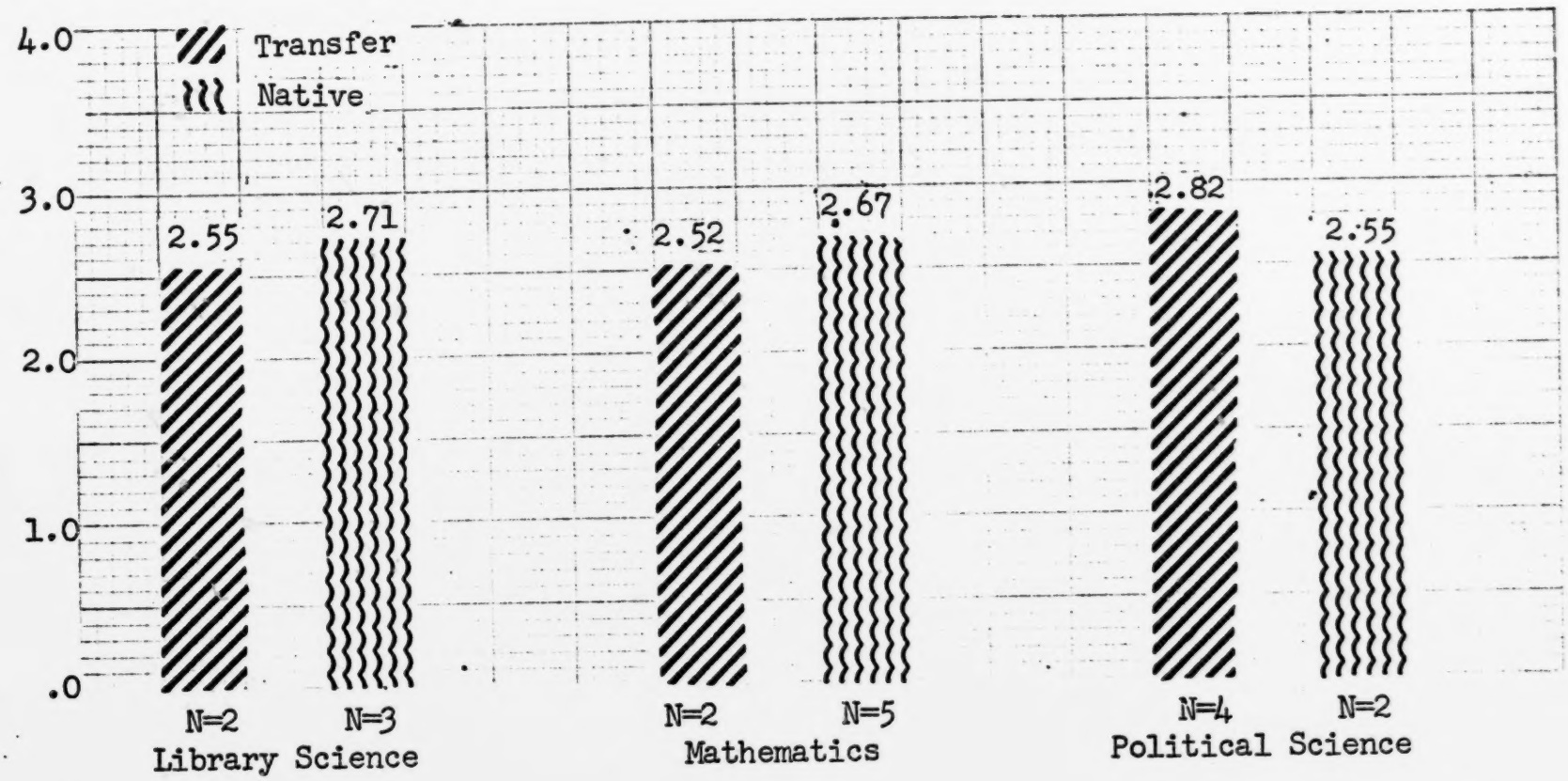
Major	Transfer Students	Native Students
Art	0	1
Biology	2	5
Chemistry	2	0
Economics and Business	9	6
Elementary Education	22	26
English	3	5
French	3	2
Geography and Geology	3	0
Health and Physical Education	5	8
History	6	2
Home Economics	3	5
Industrial Arts	5	4
Library Science	2	3
Mathematics	2	5
Music	0	4
Political Science	4	2
Psychology	2	1
Social Science	5	2
Sociology and Anthropology	3	1
Special Education	1	0

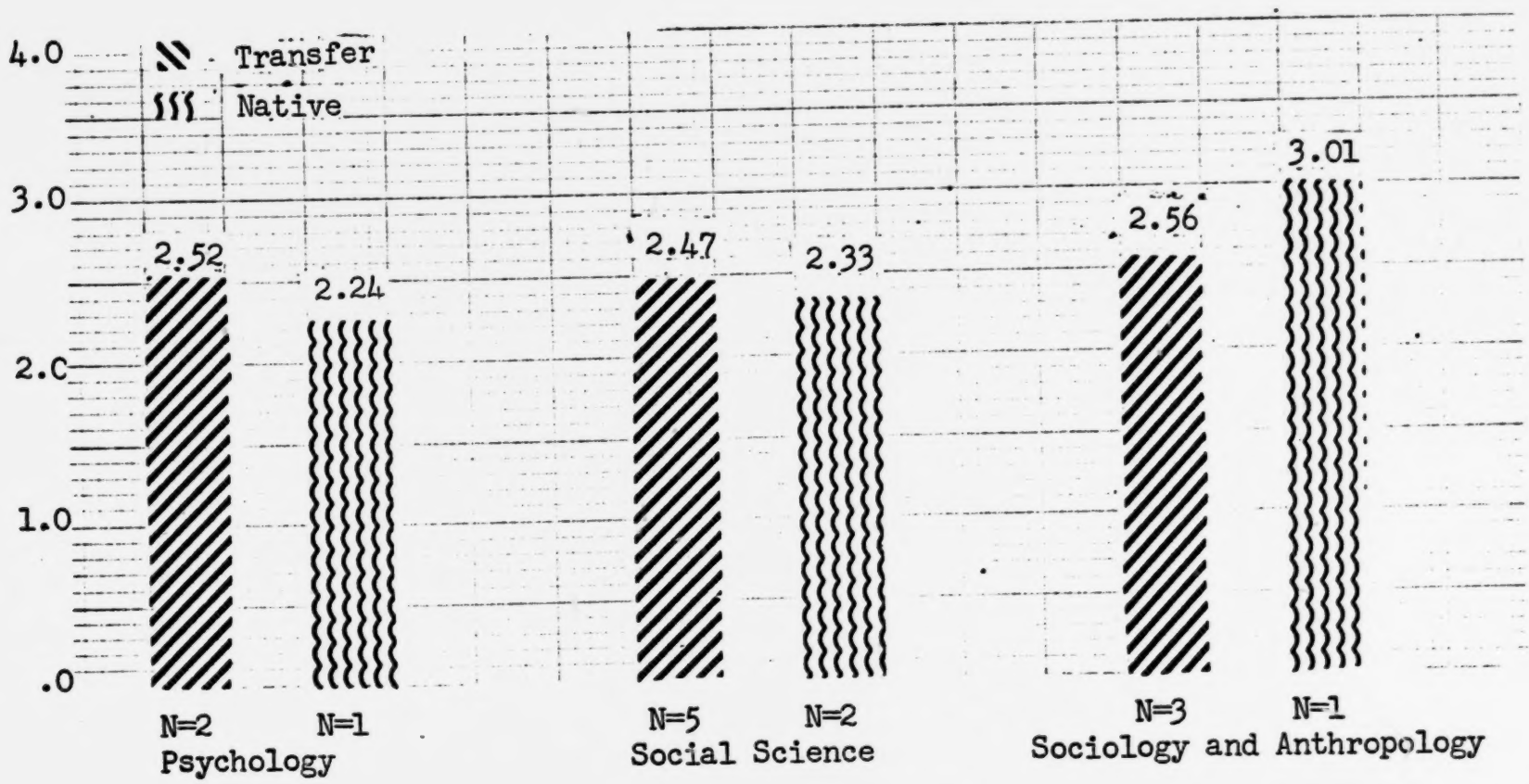
The charts following illustrate the differences in quality-point ratings within each academic major. It should be recognized that the number of cases in several of the major areas was very small; therefore, some of the larger differences in quality-point ratings may be misleading. Nevertheless some interesting comparisons and/or implications may be made. For example, the mean overall grade-point ratings of students in French, history, and industrial arts are somewhat higher than the mean overall average of the other major areas; whereas, the opposite is true of the overall grade-point ratings of students in psychology and social science. Unfortunately, comparisons cannot be made for art, chemistry, geography and geology, music, and special education, becuase of the fact that one group or the other lacked majors in these disciplines.




4.0
3.0
2.0
1.0
.0
Transfer
Native
2.51
3.12
3.06
3.37
2.63
2.72
N=3
N=5
N=3
N=2
N=5
N=8
English
French
Health and Physical Education


4.0
3.0
2.0
1.0
.0
Transfer
Native
2.90
3.10
2.68
2.95
2.81
2.87
N=6
N=2
N=3
N=5
N=5
N=4
History
Home Economics
Industrial Arts


4.0
3.0
2.0
1.0
.0
Transfer
Native
2.55
2.71
2.52
2.67
2.82
2.55
N=2
N=3
N=2
N=5
N=4
N=2
Library Science
Mathematics
Political Science


4.0
3.0
2.0
1.0
.0
Transfer
Native
2.52
2.24
2.47
2.33
2.56
3.01
N=2
N=1
N=5
N=2
N=3
N=1
Psychology
Social Science
Sociology and Anthropology

There were thirty-six different institutions from which the eighty-two students transferred. Table 3 indicates the number of students coming from a particular institution.

Table 3

NATIVE INSTITUTION OF TRANSFER STUDENTS AND NUMBER OF STUDENTS

Institution	Number of Students
Asheville-Biltmore	2
Bob Jones University	1
Brevard College	1
Central Florida Junior College	1
College of the Albemarle	1
Dade Junior College	2
Emanuel College	1
Ferrum Junior College	1
Florida State University	1
Furman University	1
Gardner-Webb College	13
Greensboro College	1
Guilford College	1
Junior College of Broward County	1
Lees-McRae College	3
Louisburg College	1
Marion College	2
Mars Hill College	7
Mitchell College	8
Montreat-Anderson College	2
National Taiwan University	1
North Greenville Junior College	1
Oak Ridge Military Institute	1
Palm Beach Junior College	2
Peace College	1
Pfeiffer College	1
Radford College	1
Sacred Heart Junior College	1
Southern Pilgrim College	1
Spartanburg Junior College	1
Stetson University	1
University of North Carolina at Greensboro	1
University of Virginia	1
Warren-Wilson College	4
Whittenberg University	1
Wingate College	12

CONCLUSIONS

The eighty-two transfer students in the graduating class of June, 1967, came to Appalachian from a large number of two-year and four-year institutions, both public and private. Furthermore, these institutions represented a broad range of academic diversity and standards.

On the average, transfer students accumlated slightly lower quality-point ratings for their last two years of work than did native Appalachian students; but the range is broad for both groups.

Transfer students tended to show a preference for majors in business and in the social sciences, while a slightly higher proportion of the native students chose English, mathematics, the sciences, and the performing arts.

Because of the fact that the evidence presented herein is based on a relatively small number of cases, it is realized that conclusions can only be tentative. The Office of Institutional Research intends to replicate this study for each of the next several academic years, in order to further validate the findings.